

ACTIVITY	RANKINGS		
ROCKING			
SWINGING			
SLIDING			
CLIMBING			
STRONG GRIP			
ENJOYS HEAT			
ENJOYS COLD			
LIKES MANY FOODS			
LIKES HARD FOODS			
LIKES CRISP FOODS			
LIKES SOFT FOODS			
ABLE TO EAT ON OWN			
LIKES FRUIT			
LIKES MILK			
LIKES WATER (DRINKING)			
ENJOYS ELECTRONICS			
ENJOYS TV			
ENJOYS COMPUTERS			
ENJOYS PICKING UP SMALL ITEMS			
ENJOYS WALKING			
ENJOYS RUNNING			
ENJOYS BEING CHASED			
ENJOYS ORDERING THINGS			
ENJOYS LIGHT			
ENJOYS DARK			
ENJOYS STRONG COLORS			
ENJOYS PASTELS			
ENJOYS COLORING			
ENJOYS DRAWING			
ENJOYS CUTTING			
ENJOYS PASTING			
ENJOYS MUSIC			
ENJOYS NATURAL SOUNDS			
ENJOYS MECHANICAL SOUNDS			
ENJOYS LINKING ITEMS			
ENJOYS UNHOOKING ITEMS			
ENJOYS MATCHING ITEMS			
ENJOYS WORKING WITH HANDS			
ENJOYS WRITING			
ENJOYS BATHING			
ENJOYS FLOATING			
ENJOYS HIKING			
ENJOYS BOATING			
ENJOYS BEING DRIVEN			
ENJOYS DOGS			
ENJOYS CATS			
ENJOYS FISH			
ENJOYS BIRDS			
ENJOYS HORSES			
ENJOYS CHEWING			
ENJOYS CLEAR THINGS			
ENJOYS HEAVY THINGS			
ENJOYS THINGS THAT ROLL			
ENJOYS THINGS THAT STACK			
ENJOYS PUZZLES			
ENJOYS READING			
ENJOYS BEING READ TO			
ENJOYS SOFT FABRICS			
ENJOYS GRANULAR OBJECTS			
ENJOYS PLIABLE OBJECTS			
ENJOYS FLAPPING			
ENJOYS PULLING THINGS			
ENJOYS PUTTING THINGS AWAY			
ENJOYS TAKING THINGS OUT			
ENJOYS TAKING THINGS APART			
ENJOYS BEING TICKLED			
ENJOYS TICKLING			
ENJOYS HAVING DEEP PRESSURE			
ENJOYS LIGHT TOUCHES			
ENJOYS HAVING HANDS HELD			
ENJOYS TOUCHING OTHERS			
ENJOYS FINDING THE EDGES			
ENJOYS FREEDOM			
ENJOYS INDIVIDUAL TIME			
ENJOYS BEING PHYSICALLY CLOSE			
ENJOYS EXPLORING			
ENJOYS EATING OUT			
ENJOYS SPECIFIC VIDEO'S			
ENJOYS TEASING			

Fig. 1

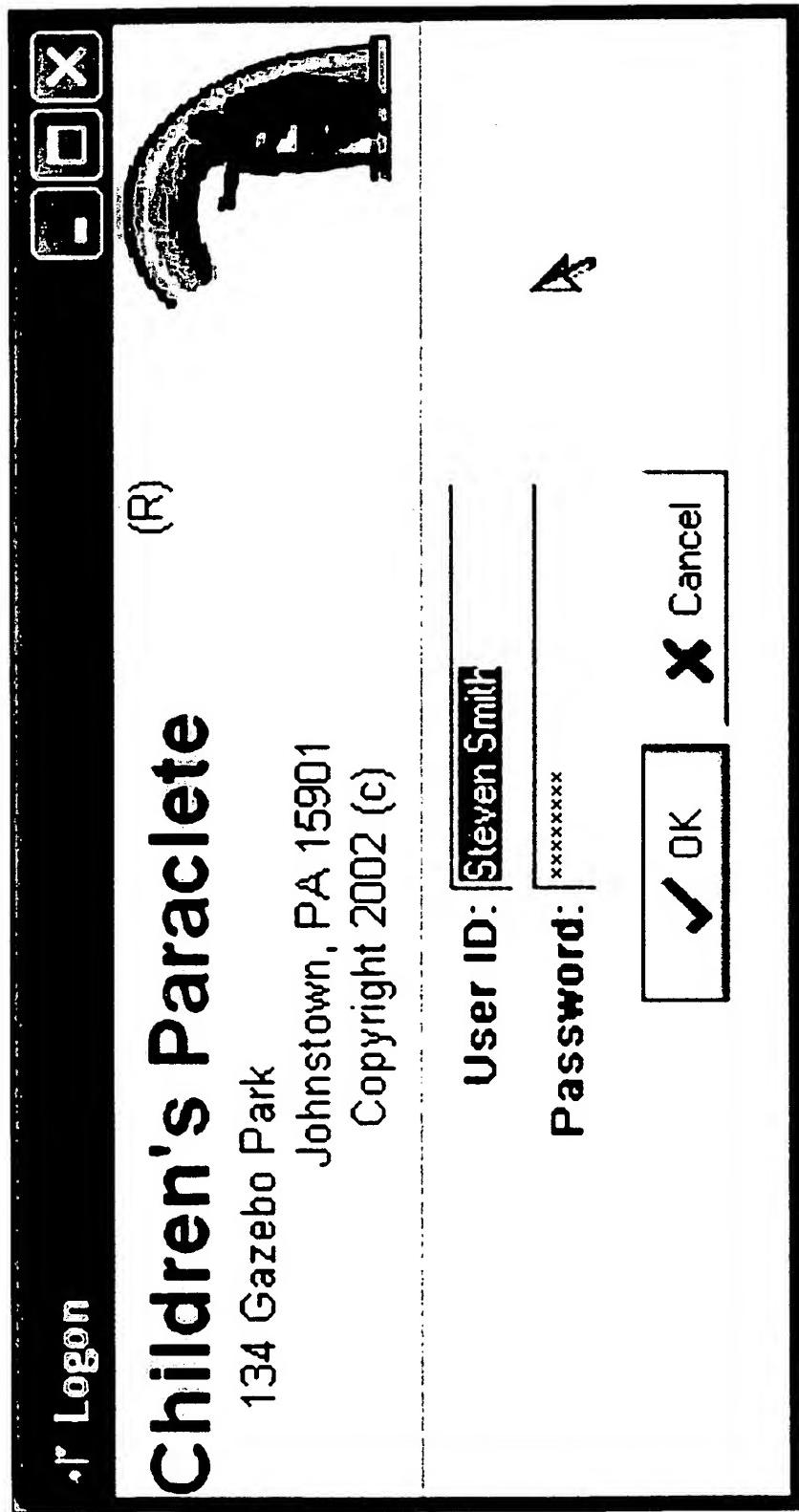


Fig. 2

Fig. 3

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Children's Paraclete

File Edit Search View Tools Help

Client Name

Date of Assessment ▾

Relational Development | Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Crisis Intervention |
Clients | Client General Information | Danger Awareness, Dangerousness, Issues & Responsiveness Development | Emotional Development | Cognitive Development |

Name of Person Reporting

BSC/MFT Name

Client Name	Assessment Date	Reporting
Johnny Smith	11/7/2001	Bob Smith
Mike Doe		

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Fig. 4

Children's Paraclete

File Edit Search View Tools Help

Client Name:	Johnny Smith	Name of Person Reporting:	Steven Smith
Date of Assessment:	10/10/2002 ▶	BSC:MT Name:	Steven Smith
Relational Development Play Development Strengths Family Values Assessment Treatment Plan Approach Summary Treatment Plan Crisis Intervention Clients Client General Information Danger Awareness, Dangerousness, Issues & Responsiveness Development Emotional Development Cognitive Development			
First Name:	Johnny	Last Eval Date:	10/17/2002 ▶
Last Name:	Smith	Medications:	None
Birth Date:	10/17/1995 ▶	Emergency Contact List:	
Insurance #:	93934	Susan Smith	
Case #:	940702		
Start Date:	10/17/2002 ▶		
Evaluations:	2		
Case Manager:	Jerry	Family Member Name:	
Referring Agency:	County Mental Health	Susan Smith	
Audtz. Length:	4 Months	Bob Smith	
Referral Date:	10/17/2002 ▶		
Legal Guardian:	Susan Smith		

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Fig. 5

• Children's Paraclete

File	Edit	Search	View	Tools	Help
Client Name <input type="text" value="Johnny Smith"/> Date of Assessment <input type="text" value="10/10/2002"/> ▶					
Name of Person Reporting <input type="text" value="Steven Smith"/> BSC/MT Name <input type="text" value="Steven Smith"/>					
Relational Development Play Development Strengths Family Values Assessment Treatment Plan Approach Summary Treatment Plan Crisis Intervention Clients Client General Information Danger Awareness, Dangerousness Issues & Responsiveness Development Emotional Development Cognitive Development					
<input type="checkbox"/> A. Safety Issues <input type="checkbox"/> B. Aggressive Issues 28					
<p>5. 1. Child shows an awareness of visual cliffs such as stairs and stops when they are unable to negotiate such obstacles.</p> <p>4. 2. Child climbs only on appropriate things.</p> <p>2. 3. Child shows awareness of moving cars or other such dangers.</p> <p>2. 4. Child stops at the side of the street and waits for someone to cross with.</p> <p>3. 5. Child stops and looks for oncoming traffic before crossing the street with assistance.</p> <p>1. 6. Child stops and looks for oncoming traffic before crossing the street without assistance.</p> <p>1. 7. Child demonstrates and understanding of traffic signals.</p> <p>1. 8. Child demonstrates an understanding of crosswalks.</p> <p>2. 9. Child stops when caregiver calls his/her name in public settings. </p> <p>2. 10. Child does not leave the house without permission.</p> <p>2. 11. Child knows how to unlock, lock and open doors and windows.</p> <p>2. 12. Child only opens cabinets in the house that are safe for them.</p>					
 New  Delete  Search  Print  Summarize					

Fig. 6

Children's Paraclete

File	Edit	Search	View	Tools	Help
Client Name	Johnny Smith				
Date of Assessment	10/10/2002 ▶				
Clients	Danger Awareness, Dangerousness, Issues & Responsiveness General Information Strengths Play Development Family Values Assessment Treatment Plan Approach Summary Emotional Development Crisis Intervention				
Relational Development	32				
Yes ▶ Rocking	No ▶ Enjoys Electronics	Yes ▶ Enjoys Pestling	Yes ▶ Enjoys Talking		
Yes ▶ Swinging	No ▶ Enjoys TV	Yes ▶ Enjoys Music	Yes ▶ Enjoys Writing		
Yes ▶ Sliding	No ▶ Enjoys Computers	No ▶ Enjoys Natural Sounds	No ▶ Enjoys Floating		
No ▶ Climbing	Yes ▶ Enjoys Picking Up Small Items	Yes ▶ Enjoys Linking Items	No ▶ Enjoys Hiking		
Maybe ▶ Strong Grip	No ▶ Enjoys Walking	Yes ▶ Enjoys Unhooking Items	No ▶ Enjoys Boating		
Yes ▶ Enjoys Heat	No ▶ Enjoys Running	No ▶ Enjoys Matching Items	No ▶ Enjoys Being Driven		
No ▶ Enjoys Cold	No ▶ Enjoys Being Chased	Yes ▶ Enjoys Working w/Hands	No ▶ Enjoys Dogs		
No ▶ Likes many foods	Yes ▶ Enjoys Ordering Things	No ▶ Enjoys Working w/Foot	Yes ▶ Enjoys Cats		
No ▶ Likes hard foods	No ▶ Enjoys Light	No ▶ Enjoys Working w/Mouth	Yes ▶ Enjoys Fish		
Yes ▶ Likes Crips Foods	No ▶ Enjoys Dark	Yes ▶ Enjoys Exploring New Things	Yes ▶ Enjoys Birds		
No ▶ Likes Soft Foods	Yes ▶ Enjoys Strong Colors	Yes ▶ Enjoys the Same Thing	No ▶ Enjoys Horses		
Yes ▶ Able to eat on own	Yes ▶ Enjoys Pastels	Yes ▶ Enjoys Being Held	No ▶ Enjoys Chewing		
Yes ▶ Likes Fruit	Yes ▶ Enjoys Coloring	Yes ▶ Enjoys Being Talked To	Yes ▶ Enjoys Clear Things		
Yes ▶ Likes Milk	No ▶ Enjoys Drawing	Yes ▶ Enjoys Trying to Talk	No ▶ Enjoys Hearing Things		
Yes ▶ Likes Water (Drinking)	Maybe ▶ Enjoys Cutting	No ▶ Enjoys Attention	No ▶ Enjoys Things That Roll		
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Fig. 7

Children's Paraclete

File Edit Search View Tools Help

Client Name Date of Assessment Name of Person Reporting BSC/MI Name Steven Smith

Clients | Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development | Relational Development | Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Crisis Intervention

1. What does a typical day in this family look like?

The family gets up and eats breakfast individually, while mom takes care of Johnny's needs by dressing and feeding him

2. What kinds of things do you do to relax or relieve stress?

We used to go and ride bikes, but since we had Johnny there is little that we do to relax.

3. Which is more important to you? To spend time alone or with friends?

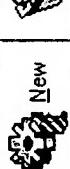
We love to spend time with friends, however Johnny's needs have limited our circle of friends

4. Order in your daily life or the flexibility to take one day at a time?

We try and create order but it seems that no matter what we do things fall apart

5. For the children to look up to you and be admired or know you are obeyed?

I would rather have the children admire me

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Fig. 8

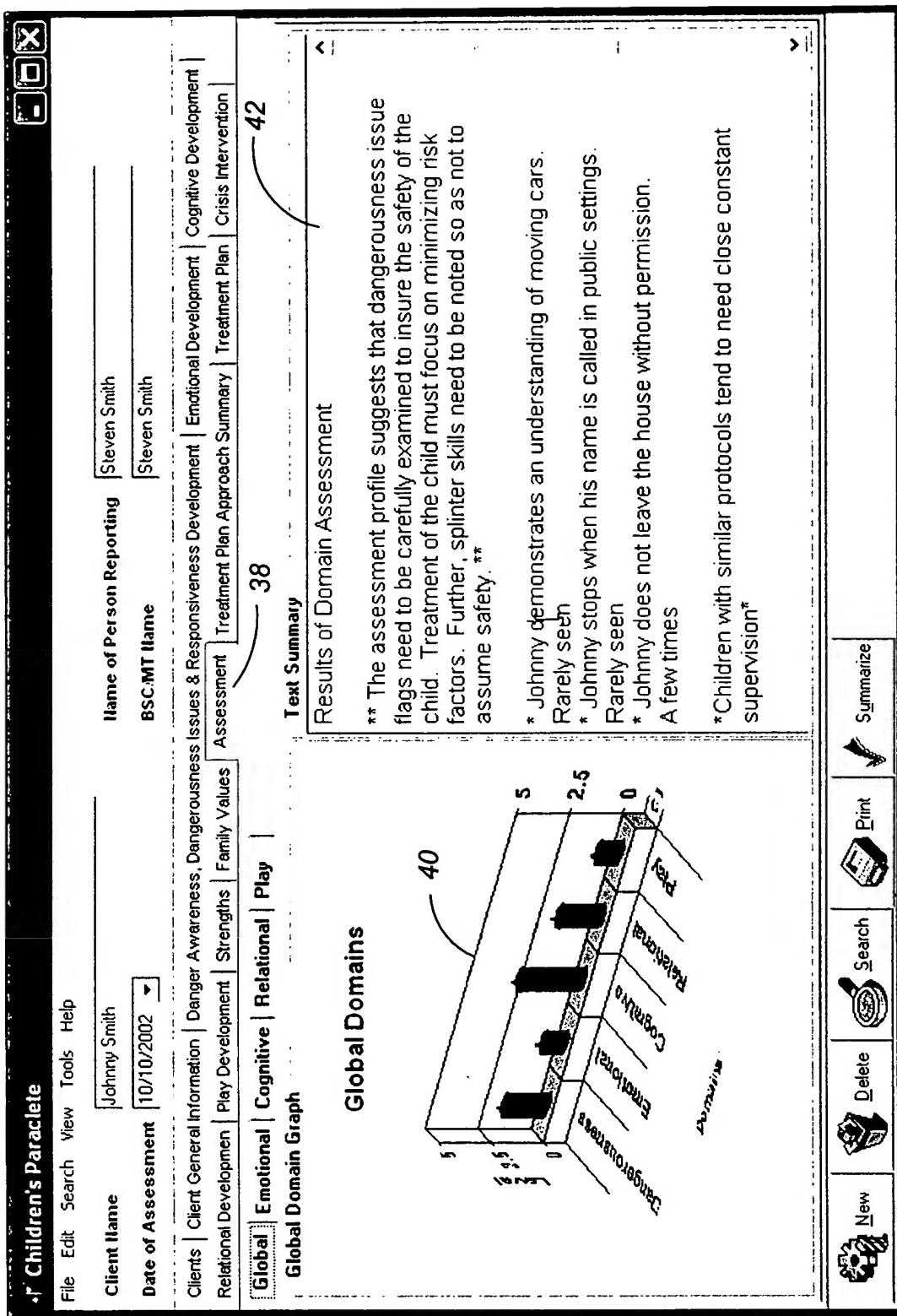


Fig. 9

Children's Paraclete

File Edit Search View Tools Help

Client Name: Johnny Smith Name of Person Reporting: Steven Smith
Date of Assessment: 10/10/2002 BSC/MT Name: Steven Smith

Clients | Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development | Relational Development | Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Crisis Intervention |

Children's Paraclete Treatment Plan Summary 44

Minimum Treatment Plan Sections to be implemented:

Section 1: Dangerousness Issues
1a-ii Elopement concerns
1a-iv Lack of awareness of danger both specific and contextual

Section 2: Emotional Development
2a Floortime 4x for 20 minutes daily with TSS
Floortime with parent at least once daily
(Overlapping sections to be suggested: 3c-i ; 3c-ii)

Section 3: Cognitive Development
3a-iv Generalizability of rules and applications
3d Work on understanding past-present-future
(Overlapping sections to be suggested: 3a-vi; 5a-iii)

Section 4: Relational Development
4a Interaction with objects and animals (encouraging more interaction)
4b Interaction with others outside of floortime
(Overlapping sections to be suggested: 3d; 4d; 5a-i; 5a-ii)

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Fig. 10A

Children's Paraclete	
File	Edit
Search	View
Tools	Help
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Date of Assessment	10/10/2002
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<input type="button" value="Name of Person Reporting"/>	
<input type="button" value="Steven Smith"/>	
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<input type="button" value="Emotional Development"/>	
<input type="button" value="Cognitive Development"/>	
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Fig. 10B

Children's Paraclete

File Edit Search View Tools Help

Client Name Name of Person Reporting

Date of Assessment BSC/MT Name

Clients | Client General Information | Danger Awareness, Dangerousness Issues & Responsiveness Development | Emotional Development | Cognitive Development | Relational Development | Play Development | Strengths | Family Values | Assessment | Treatment Plan Approach Summary | Treatment Plan | Crisis Intervention | 90

Children's Paraclete Treatment Plan

1a-iv Specific Observable Goal with Target Date:

Johnny will have 1:1 supervision while in the community 100% of the time throughout the treatment period. Johnny will also participate in at least 3 safety activities daily chosen from the following list no less than 5 days per week.

Intervention Technique with Strategy
Setting: Community
Johnny will have the TSS touching him at all times until mastery of responding to his name while he is on sidewalks. The TSS will have Johnny stop at the edge of every curb and look down at his feet making a game of tapping his feet on the edge of the sidewalk 5 times. A game of redlight green light will be played with Johnny for at least 5 minutes at a time. Should Johnny not appear to understand the game another adult will play beside Johnny and use light touch to assist Johnny in stopping and starting and stopping when appropriate. Mastery will be considered when Johnny is able to consistently 'stop' or 'start' within 15 seconds of the command being issued for 4 consecutive weeks.

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Children's Paraclete

File Edit Search View Tools Help

Client Name	Johnny Smith	Name of Person Reporting	Steven Smith
Date of Assessment	10/10/2002 ▾	BSC:MT Name	Steven Smith
Clients Client General Information Danger Awareness , Dangerousness Issues & Responsiveness Development Emotional Development Cognitive Development Relational Development Play Development Strengths Family Values Assessment Treatment Plan Approach Summary Treatment Plan Crisis Intervention			

Children's Paraclete Crisis Intervention 52 60

Crisis Management Plan Protocol for Johnny Smith
(Also for emergency)

- When Johnny starts an inappropriate or disruptive behavior, that TSS will try to redirect Johnny back on task.
- If the behavior becomes too disruptive, poses a danger or is inappropriate to the rest of the people and the surrounding area, the TSS will remove Johnny from the setting and take him to a safe place for verbal de-escalation. If the disruptive behavior or and/or inappropriate behavior continue, Johnny will be taken to a safe area to try to calm down. When in the community, the parked car maybe a quiet place for Johnny to go with the TSS. Concerns for the health, safety, and welfare of everyone involved must be emphasized. This may require the use of safe physical restraint those approved by Children's Paraclete, Inc. BSC will be notified if restraint techniques are used. TSS will document on the Clinical Progress Note Sheet and follow the school protocol, if in the school environment.
- If the self-calming activities and techniques are not successful after 15 minutes, the Behavioral Specialist Consultant will be notified. (If the behaviors occur at the school and the BSC has been notified, the Support Teacher may be notified for consultation and/or assistance. TSS will follow approved school protocol.)
- If the problem processes, the parent/adult will be notified: (notification will be made in the following order.)

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Fig. 10C

100

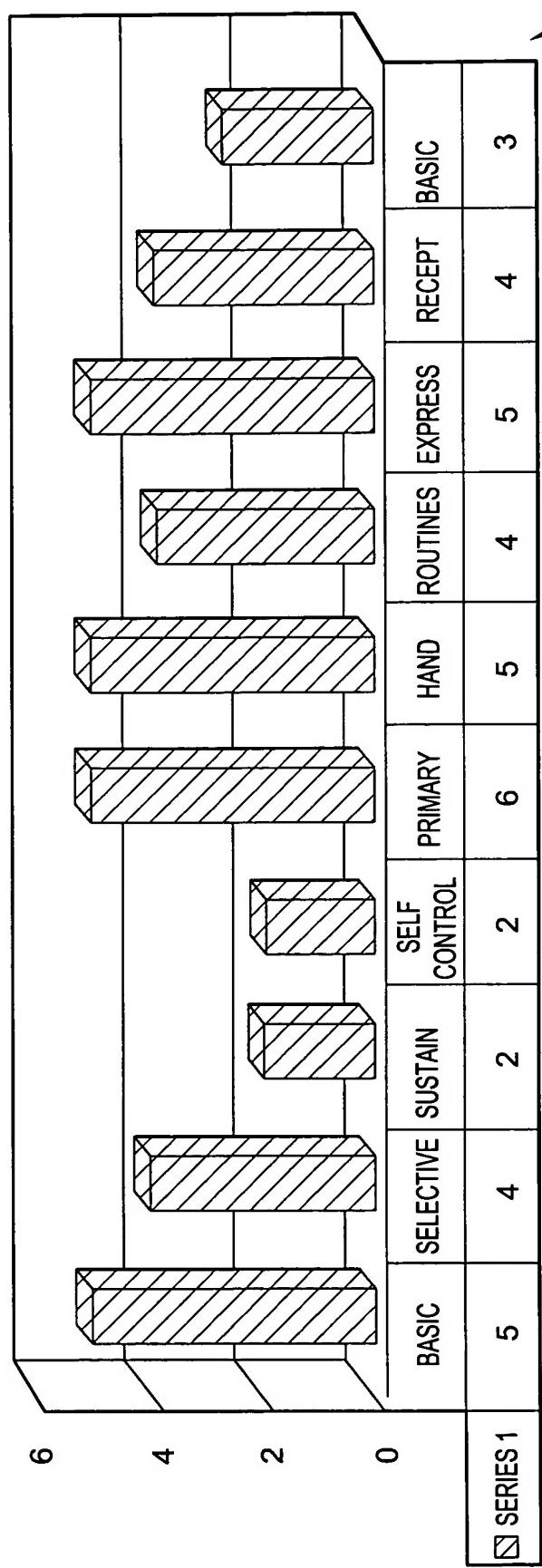


Fig. 11A

102

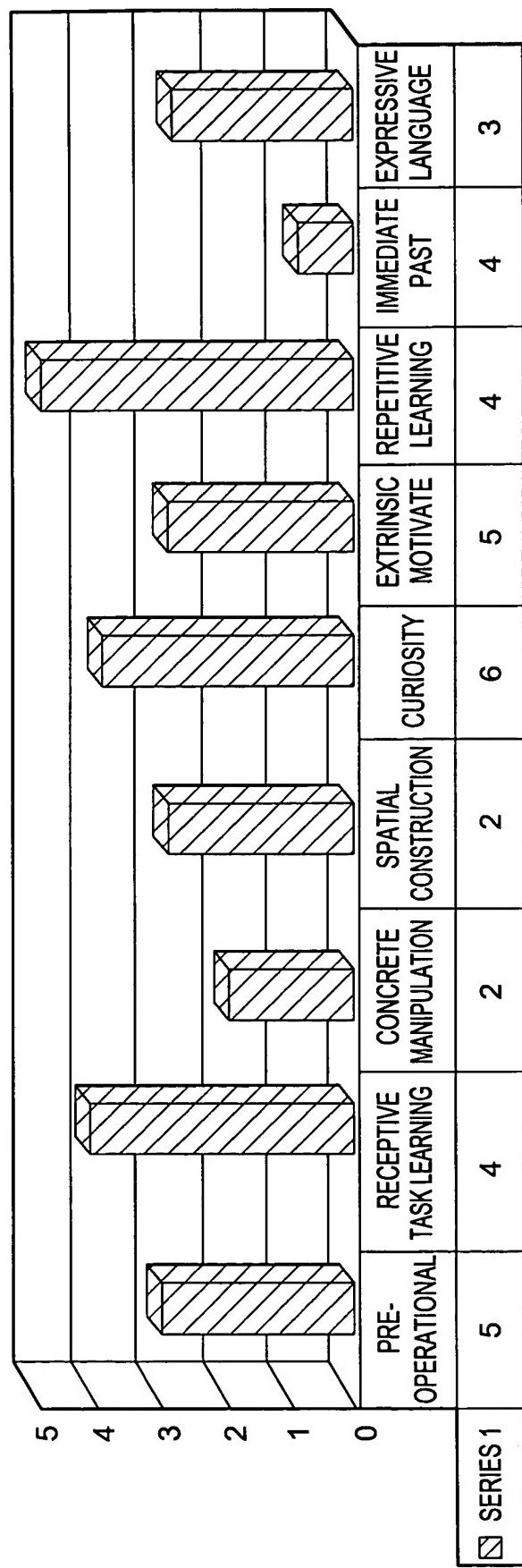


Fig. 11B

Fig. 11C

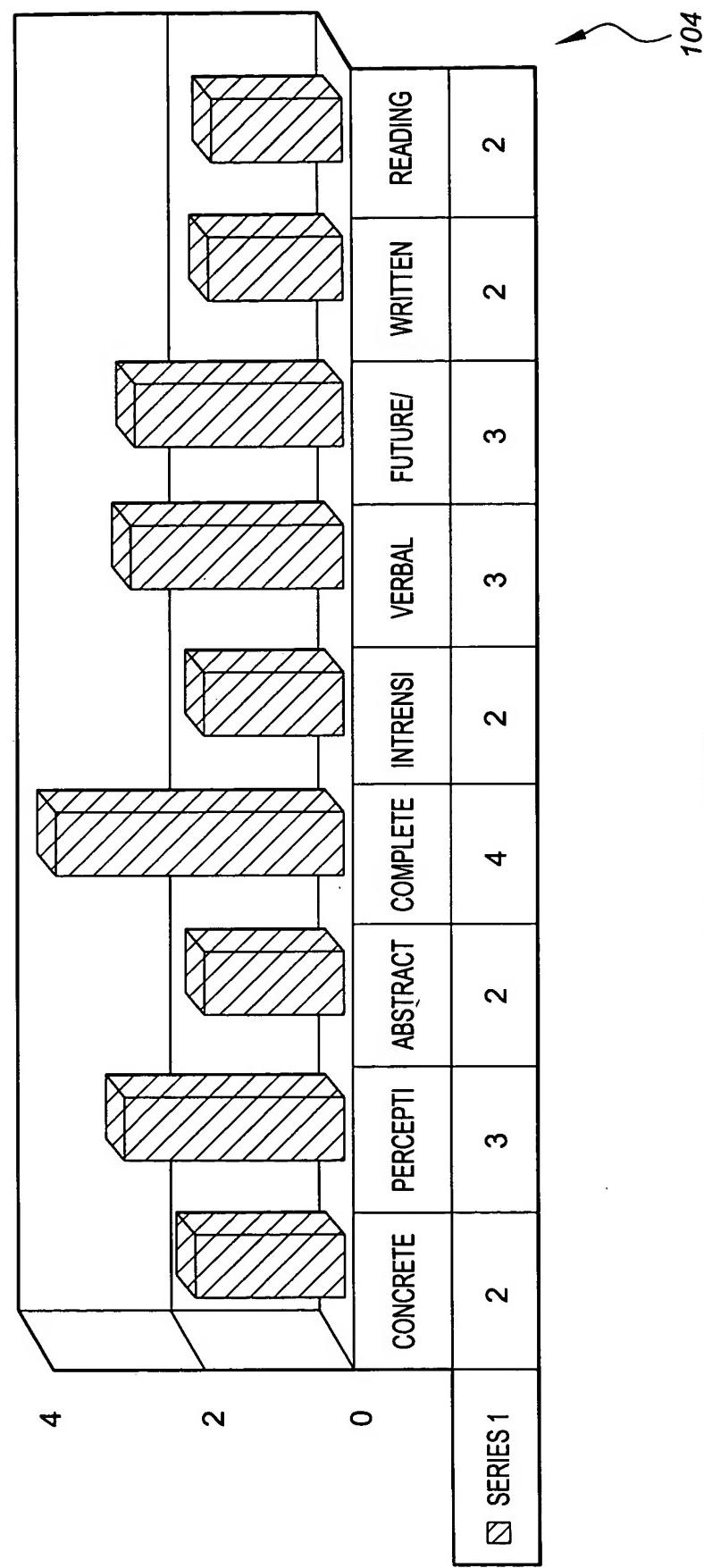


Fig. 12

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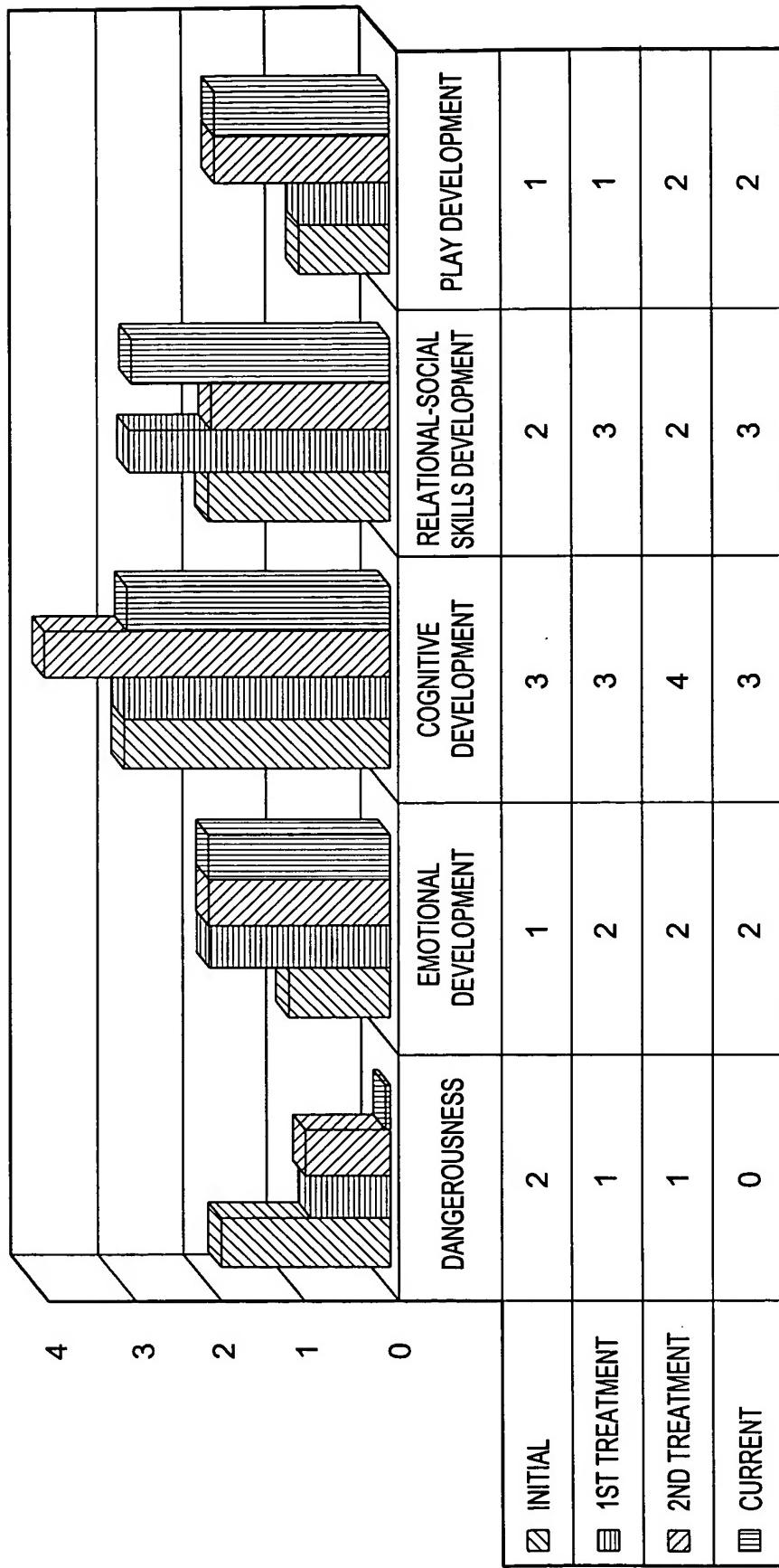


Fig. 14

BSCA Timeline		
Genre	First Order Interaction	Second Order Interaction
Global	Emotional	Cognitive
Mean		
COGNITIVE DEVELOPMENT		
Level 1		
1.65	Basic Attention Concentration	
1.00	Verbal name	
1.10	Basic Impulse Control (ability to send a task w/o competitive)	
1.11	Basic Executive Functions (make/keep patterns, pretty trained)	
1.00	Primary reinforcements	
1.25	Gross Motor Coordination	
2.00	Hand-eye-hand coordination	
1.00	Awareness of Routine	
2.25	Enduring of words	
1.00	Verbal Babble	
Level 2		
1.41	Selective Attention	
1.00	Verbal production with regard or express w/ other modality	
1.00	Reactive w/o prompting	
3.00	Basic Multitasking (e.g., simultaneous device or computer)	
1.10	Abstracted understanding of concrete domains	
1.00	Basic rules	
1.30	Inhibition & Concrete Manipulation	
1.40	Curiosity	
1.50	External Motivation (incentives)	
1.00	Basic Ability to delay gratification	
1.07	Basic Fine Motor skills	
1.00	Retro-Responsive Learning	
1.00	One step task comprehension (start/stop/turn tasks)	
1.43	Basic Verbal/Math (Ability of basic signs or counting or counts)	
Level 3		
1.20	Stabilized focused Attention (Stabilized focus)	
1.00	Reactive w/ limited prompts (counts, etc.)	
1.00	General understanding of clock / calendar time	
1.00	Verbal (memory, attention, duration, sentence)	
1.00	Intermediate impulse control	
2.50	Stabilized concrete manipulations	
1.33	Eye-hand coordination (base, holding w/o mouse)	
1.00	Imitative imitation (focus of memory)	
1.00	Two step task comprehension (inching task, answers how many?)	
1.00	Word generate and/or encoding	
1.00	Basic Understanding of letter shapes, small, more letter sets, shifts in contours	
1.00	Spontaneous base, verbal expression	
1.00	Basic itemizing skills	
Level 4		
1.00	Representation and spatial construction (e.g., demonstrate a concept)	
1.00	Route w/o prompting	
1.00	Complex concrete solving	
1.00	Search	
1.00	Boolean	
1.00	Derivative	

Fig. 15

-210

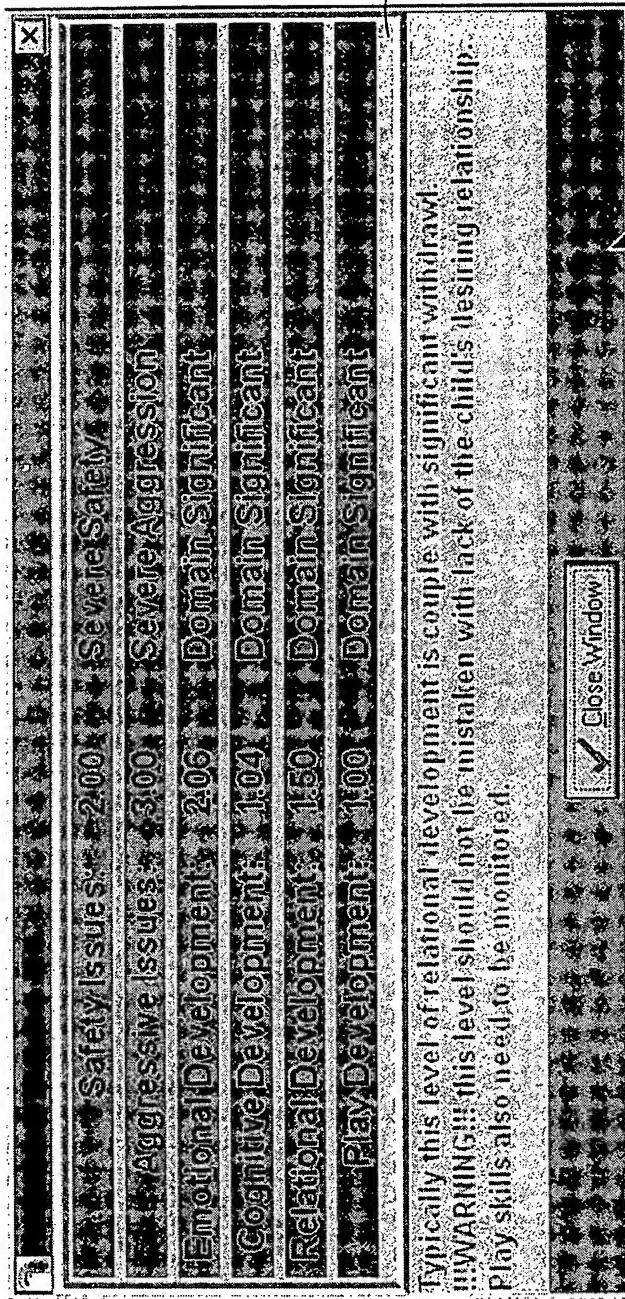


Fig. 16

File #	Ref #	First Name	Last Name	SSN	DOB	Gender	Race	ECM/Name	Assess.	Treatment Plan Approach Summary	Crisis Intervention	Signature Page
Crisis Intervention plan:												
Emergency Contact person(s): Emergency phone number(s):												
Primary Physician Name:												
Primary Physician Number:												
Primary Hospital Name:												
Primary Hospital Number:												
Other known allergies or other important medical information:												
Type of Crisis Intervention recommended:												
Type of Crisis Intervention recommended:												
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Fig. 17

Fig. 18

Fig. 19

Q #	ANSWER	QUESTION
1	4	Child hits bangs or hits self with hands or feet
2	4	Child breaks own skin by biting
3	4	Child breaks own skin by picking
4	4	Child breaks own skin by using an object
5	4	Child breaks skin by biting
6	4	Child breaks skin by picking
7	4	Child breaks skin with objects
8	4	Child breaks skin with others
9	4	Child hits others and inflicts them with injuries
10	4	Child scratches or pinches others to the point of drawing blood or bruises
11	4	Child breaks objects for no apparent reason
12	4	Child breaks objects when angry
13	4	Child targets specific objects to break when angered

200

Fig. 20

Page: 1 Children's Paraclete Utilizing BASTP - Treatment Plan Date: 8/14/2003 1:21:04

Children's Paraclete® Utilizing BASTP

Child/Adolescent Name: DOB:

Contact Person: Agency #: MCO _____ #:
Treatment Plan Author's Name: Date of Plan:
Intervention Level: Cycle of Plan:
 TSS Initial
 Behavioral Specialist Review Number
 Psychologist Addendum goals affected _____
 Other Addendum date: _____

Strength Base:
Child's/Adolescent's:
Interests:
Activities: 222

Most valued accomplishments:
Way to relax and have fun:
Ways to calm self down:
Closest adults and reasons:
Closest friends own age and reasons:
Clubs or organizations joined:

Page 1 of 6

Page: 1 Date: 8/14/2003 1:21:18 AM

Children's Paraclete Utilizing BASTP - Crisis Intervention

Crisis intervention plan:

Emergency Contact person(s):

Emergency phone numbers(s):

Primary Physician Name:

Primary Physician Number: 228

Primary Hospital Name:

Primary Hospital Number:

Child's known allergies or other important medical information:

Type of Crisis:
Intervention recommended:

Type of Crisis:
Intervention recommended:

Crisis intervention plan:

Emergency Contact person(s):

Emergency phone numbers(s):

Primary Physician Name:

Page (of 11)

Fig. 21

Fig. 22

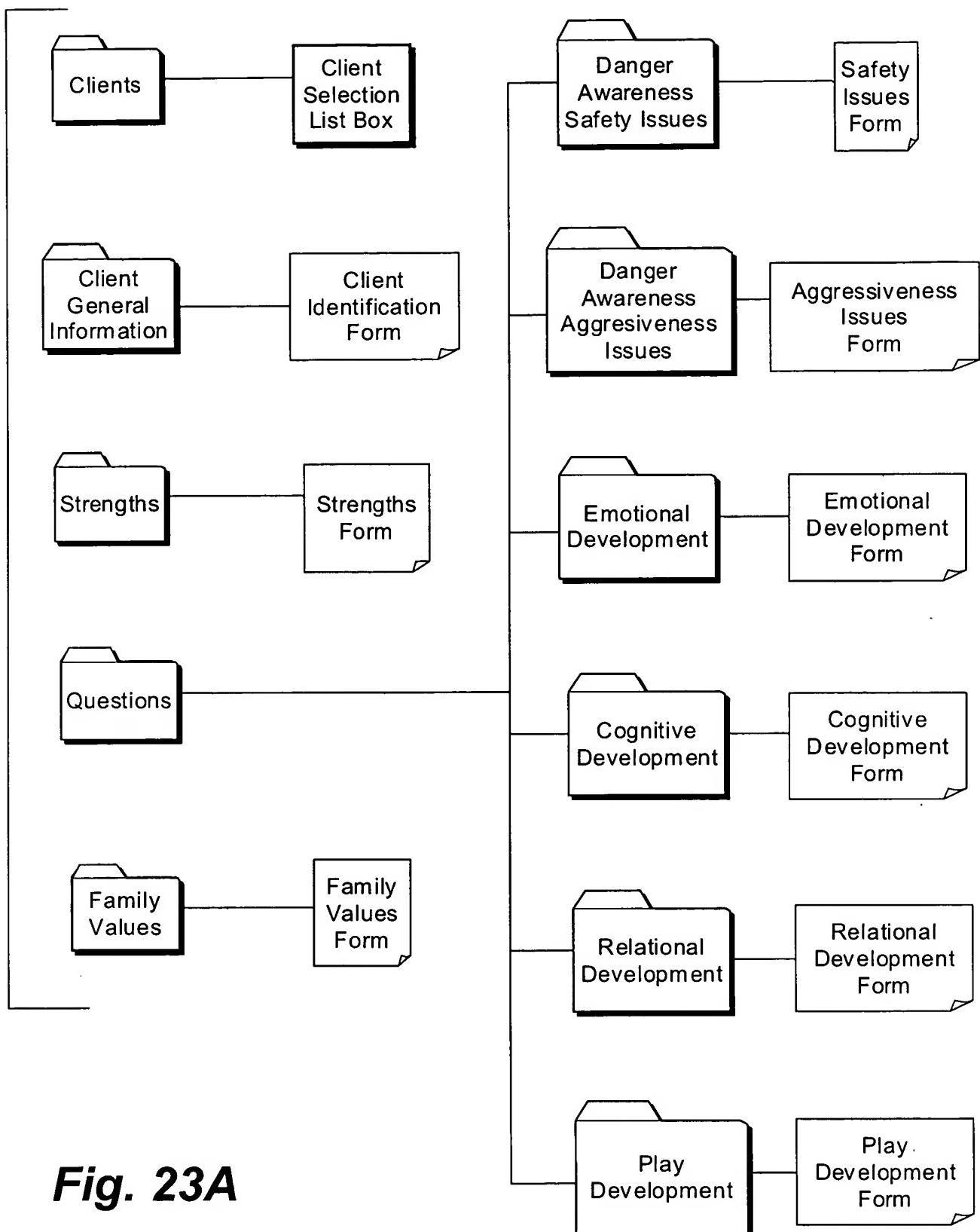


Fig. 23A

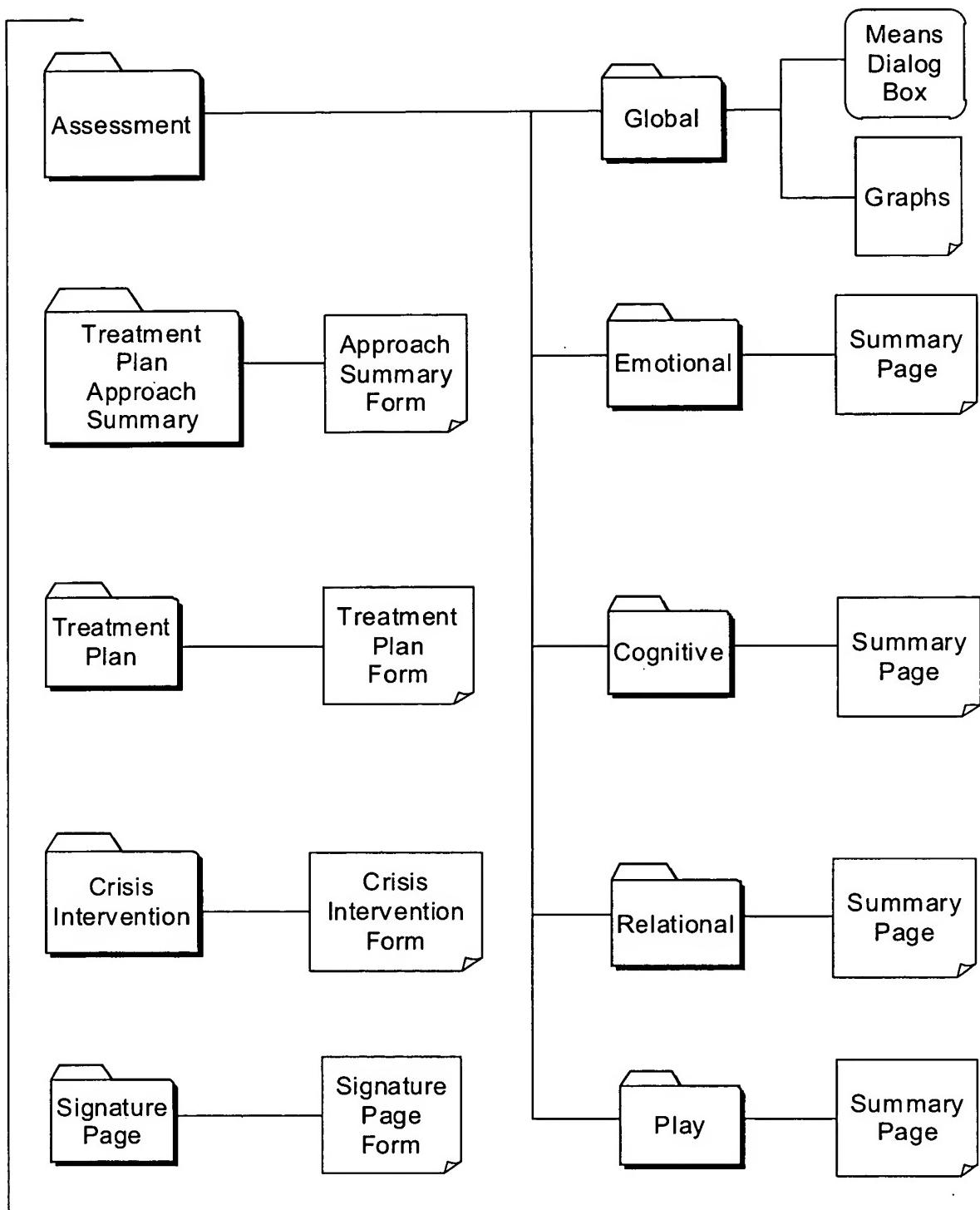


Fig. 23B

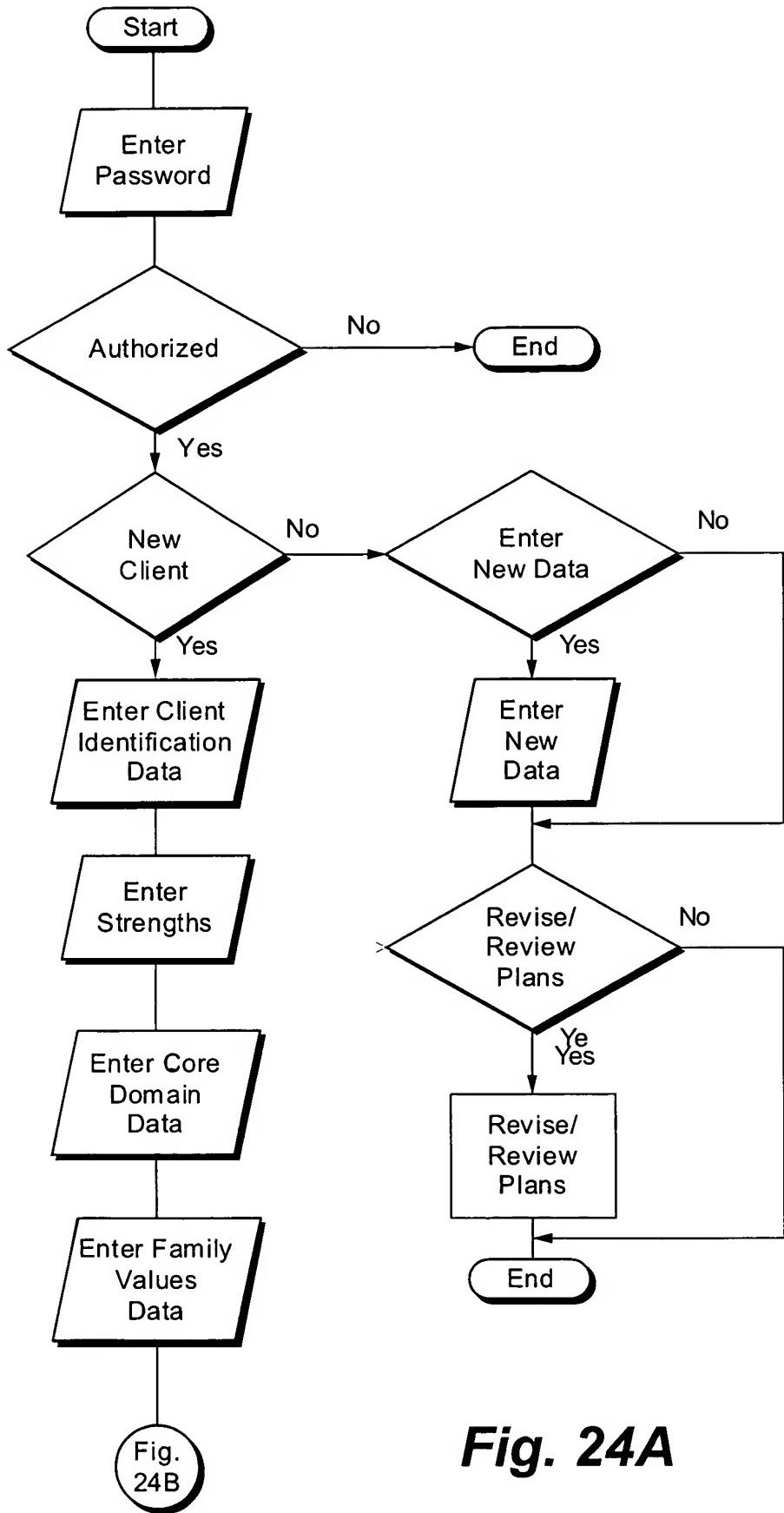


Fig. 24A

Fig.
24A

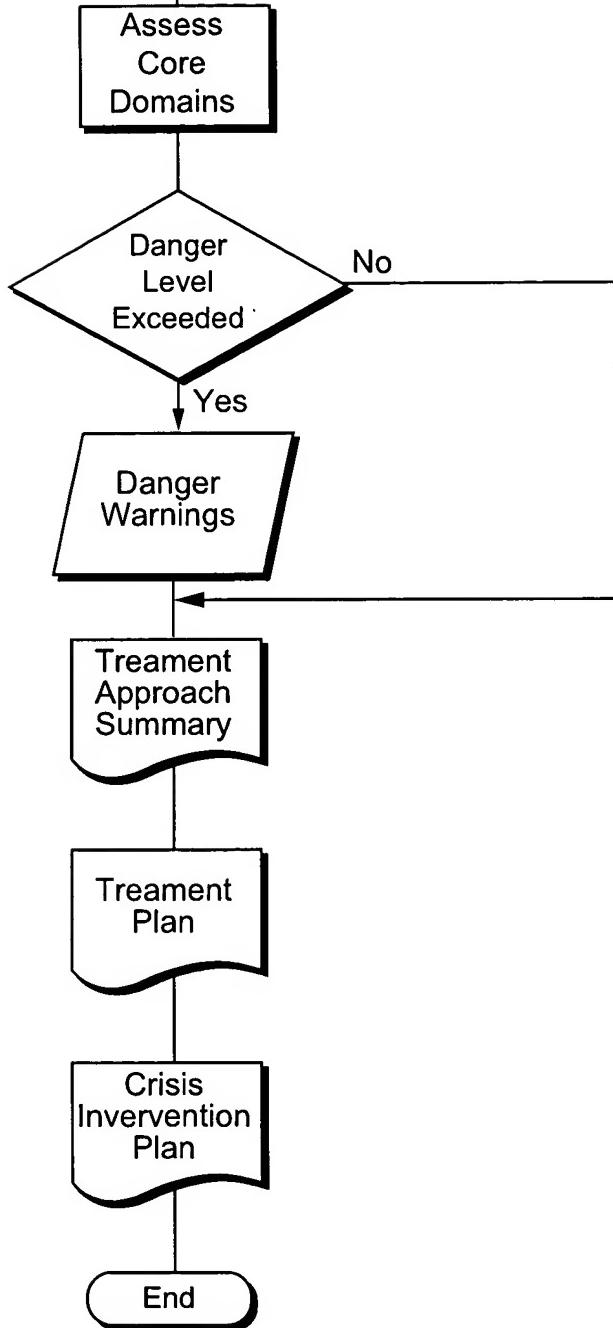


Fig. 24B